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EDITORIAL COMMENT

Miss Bryant's article gives some helpful principles in the use of community agencies to be considered by school social workers. The material shows that knowledge of school agencies alone does not assure help for the client, but that skillful casework is an essential in effective referral process.

Miss Colteryahn's article dealing with the same subject develops administrative procedure which facilitates relationships between the services of the school and those of community agencies.

The article written by Mrs. Cromack illustrates one of the services which school social workers sometimes carry—that of coordinating social services in the community with special service in the school.

USE OF COMMUNITY AGENCIES IN SCHOOL GUIDANCE SERVICE¹

CLARA B. BRYANT, Assistant Director
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The public school of any community represents a great cross-section of its life. Into the schools come children and young people from widely divergent social, cultural and economic backgrounds and within the schools emerge problems of every human variety.

To help with many kinds of problems the urban community has set up a great frame-work of social agency structure of which the public school is most certainly a part. To give you some idea of the variety of services which are provided by these local agencies, they include institutions, hospitals, financial assistance organizations, family service, specialized services for specific disabilities, psychiatric services for children, services to members of the armed forces and veterans, specialized counseling services, agencies serving unmarried mothers, recreational facilities, organizations set up to help prisoners and parolees, child care services, organizations to help refugees and others.

There is a flow in both directions—to the schools from these other community social agencies and from the schools to the other sources of help. Inside the school itself lie certain real and urgent responsibilities for offering help within the boundaries of its own service and similarly, within the various other community agencies, lie responsibilities for helping within the areas defined by the functions which they are set up to perform. It is with the inter-weaving of these community services for the benefit of the child and his parents that this paper concerns itself—with particular focus upon the use of other Philadelphia social agencies by the counseling service of this city's schools. With full recognition of the over-all nature of guidance activities within our schools, it is to the responsibilities of the school counselor² in offering individual help with various kinds of problems and in referring children and parents elsewhere for help that we are limiting our consideration here.

¹Paper presented at University of Pennsylvania Schoolmen's Week, March 31, 1949.

² "Counselor" is the name used for school social worker in Philadelphia.

Understanding the Client's Problem

In evaluating the essential equipment of a school counselor in an urban community such as ours, knowledge of its social agency resources holds a prominent place. Knowledge of many of its specific services and awareness of how to locate and evaluate others are important. Firm a foundation as such knowledge provides, it is still just that—a foundation. Upon this knowledge must be built the structure of real service to the person who seeks aid. The counselor's skill in this helping process demands understanding both of the problem which is being presented and of the means whereby he can hope to be of help. This is easily said—but how difficult it is to achieve! For human beings build up great walls of protection for themselves, and to present a problem as it really feels, is often the end of a long struggle to hide it. Then, having presented his problem, the person—often saying in words that he is seeking help with it—will frequently engage in further bitter struggle within himself to deny—to admit—to move on to help—to move back to denial. It is with these human factors in offering and seeking help that the school counselor needs to be gravely concerned. Before he can know how to help, or through what source, he must know the problem as it really feels to his client whether that “client” be a six-year-old first grader or the mother of a high school senior. To reach the point of being reasonably sure of this may take minutes—weeks—even years.

In the case of Sam Brown, it took years—the two years from the time he entered high school until he reached the 12A grade.

When Sam first came to see the counselor he was in 10A and having difficulty with mathematics. He was taking the academic course and said that he planned to go to college. The counselor described Sam as a slim, attractive boy, meticulously dressed in a good-looking sports suit and giving every appearance of coming from a home of comfortable income and concerned parents. His educational record showed good school work in elementary school and junior high school, with the exception of some difficulty with reading and spelling in the sixth grade. Psychological test scores indicated about average ability to do high school work.

During his 10th and 11th grade terms Sam came to the counselor a number of times, seeking help with various kinds of situations. Most of these contacts were initiated because of difficulties he was encountering in school work; and then in the 11th grade Sam came to discuss some of his home problems.

Sam had formerly lived with his grandparents because of family economic difficulties and because his mother was in poor health and unable to care for Sam and his younger sister. He had now returned to his family, but was obviously not happy in his relationship with either parent, feeling closer to his grandfather than to either his father or his mother. His father had a position which kept him away from home most of the time. The nature of his mother's illness was not clear but according to Sam's description she was unable to go anywhere alone or to take proper care either of herself or of the home. Her extreme slowness and ineptitude irritated Sam very much, and then he would become angry with himself for being irritated. He expressed much concern over this tendency of his to violent fits of anger at home.

The counselor learned that the family had considerable difficulty financially and that Sam had really been providing for himself for several years by running a news stand. He was certain that his grandfather would help finance his college education, and the grandfather had verified this.

In 12A Sam came to the counselor frequently to discuss his difficulties in Latin. He was passing every other subject, getting good marks in several, but failing this one. The counselor knew his teacher, Mr. X, as a good teacher, but one who was prone to weed out pupils of lesser ability. He had told both Sam and the counselor that the boy should neither be studying Latin nor planning to go on to college.

Near the end of the term Sam came in for an interview which is summarized by the counselor as follows:

"Sam came into my office, flinging himself into the chair and blurting out that I would probably hear something very unpleasant from Mr. X. I had seen Sam upset many times, but this was the most disturbed he had ever been. He was too close to tears to discuss the problem. I tried to reassure him somewhat so that he might recover his balance for the rest of the day, and we agreed upon a time for him to return to talk with me at greater length.

"Later Mr. X did come in. Very angrily, he reported that Sam had exploded hysterically and had accused him of relying too much on the I. Q. and of not being willing to give a person who did not have a high I. Q. a chance.

"When Sam returned to talk with me he gave further details of this incident. He said that he couldn't go back to that classroom or the teach-

er. In the interview which followed we discussed Sam's difficulties with Latin and the reason for the teacher's position. Sam seemed able to understand the situation a little better, and he decided that he would go back to class.

"This interview pointed up very strikingly, as others had done less adequately, that Sam's explosions came from his own fear of failure and of possible inability to do college work. I talked with him about why college seemed so important to him, and Sam terminated the interview abruptly by saying, 'I'll bring you a book that will tell you.'

"The next day one of the popular books on psychology was on my desk, with an obvious place mark in the chapter which discussed homosexuality.

"Sam came in later to ask if I had been shocked, and this opened up several lengthy discussions of his involvement. He seemed to need to talk about it so much that once he had opened up the matter he wanted to go into every detail. He was convinced that this was a physical weakness, pointing to his narrow shoulders and showing me the padding he wore in his suit coats to conceal this. He told me of his concern about his voice which he worked hard to keep low but which went high when he was angry. He spoke of the great strain he was under for fear that his family, the school or his friends might learn of his involvement with homosexuals, or that he might be picked up by the police.

"He said that he had begun this experience when he was twelve and that he has been involved to a considerable extent in the last two or three years. He knew, he said, that there are two classes of homosexuals: one, bums who were forever in and out of jail; the other, men with some status who appear to live comfortably. His intense desire for college stemmed from his great desire to be in the 'upper class', an idea which both revolted and attracted him. He had read avidly on the subject of homosexuality, but had thought there was no hope of ever discussing it with anyone. He always looked back with horror on his experiences, but could not resist meetings that led to further experiences."

It is significant and characteristic of much human effort to handle problems which feel deep and serious. For a long time this boy's struggle appeared externally in various areas of his experience. First he presented his difficulties with school work and later some of his problems at home, but throughout it all the counselor felt a central theme to be the boy's great drive to achieve academic success and to get to college.

When the final explosion came, in the form of his trouble with the Latin teacher, it was the counselor's observation that Sam's explosions seemed to come from his own fear of failure and of possible inability to do college work that led her to consider with the boy *why* college was so important to him. Now Sam was almost ready to present his real problem, for he had come to trust the counselor enough to take this great risk. He did it cautiously and indirectly—but he took a long stride towards the help he was seeking when he said, "I'll bring you a book that will tell you". After that step, he moved rapidly toward real sharing of his problem with the counselor.

The Client's Progress Toward Solution

All persons seeking help cannot be as clear as Sam, even when they dare risk themselves to the same degree. Others can be helped much more quickly. The counselor's responsibility remains the same. He needs to be keenly aware, always, of what the other person is trying to tell him at the moment. He cannot rush the other, or guess, or jump to conclusions about what the problem might be. He can only take what the person is ready to give, but by his awareness and through his relationship with the other he can put both understanding and difference into the interview. When there is real understanding on the part of the counselor and genuine trust in the relationship on the part of the other, movement into a real facing of the problem will take place at the earliest moment which is possible for the client. This moment may come in the first interview—or it may come much, much later, as in the case of Sam.

No help can be given—no movement or change take place for the person seeking help—unless he can present his problem as it feels to him at the moment. Sometimes he uses the very presentation of the problem to organize himself in such a way that he is able to move on to sufficient change within himself to satisfy his need. This is just as important and significant help as any which he can receive, and needs to be valued and recognized as such. It is not, however, the end of the process which we are considering here today. The person who presents a problem which calls for help from a community social agency is not the one who moves on to the solution of his own problem at the point of its presentation to the school counselor. He may try to shift and deny the problem, as Sam did for two years. But now, at this moment, he has somehow found the strength to really face it and to ask for help.

He may still shift and deny some of the reality of it. He may retreat—perhaps never to return for the help he himself had asked for. But

with help from the school counselor, many young people and parents are able to move on in their earnest and soul-shaking efforts to find some answer for themselves in their struggles.

Sam's movement towards help had only begun when he voiced his fears and torment to the counselor. The counselor, whose understanding of his feeling most certainly made itself felt to the boy, could then talk with him about the services in the community for help with this kind of problem. She told him first that she thought it would be wise for him to consult a doctor and later she talked more specifically of the services of the Child Guidance Clinic. Sam said that he was willing to go there so long as his family was not drawn in. He felt too removed in feeling from his parents to share any of this with them, and in any event his mother was physically unable to participate.

This attitude on Sam's part posed a real problem for the counselor—and one which is only too familiar to those working with adolescents. She knew that this agency expected parental participation to some extent, at least, but at the same time could well understand Sam's feeling about talking with his parents.

The counselor's next step in this case was to discuss the situation in a conference at the Clinic. It did seem important to them that there be some family participation—at least to the point where the family could see that there was a problem with which the boy needed help, and willingness to take some share in the referral. The counselor was able, then, to help Sam understand this and to help the father move into the picture a little. It was not necessary for Sam, or for anyone, to present to the family the exact nature of the problem as Sam had been willing and able to express it to the counselor. It did seem important, however, to help the family understand that Sam was having some difficulties with which he needed and was seeking help, and to help them take some share in his going to the Clinic.

The following is the counselor's summary of her contacts with Sam's father and the boy's subsequent use of the Child Guidance Clinic:

"I finally was able to have several telephone conversations with Sam's father who insisted that he could not possibly come into the school. However there was in his tone more concern for Sam than I had been led to expect. I said that Sam and I had been concerned over his tendency to explosions of anger and over his great anxiety about his school work. The father recognized both these problems and said his outbursts

caused a lot of trouble at home. I explained the nature of the Child Guidance Clinic, Sam's desire to use the Clinic, and the necessity for him to help the boy use it. He said he would call for an appointment and would go down if it were absolutely necessary.

"The father did call for an appointment and visited the Clinic twice. Sam went to the clinic as soon as an appointment was made for him and continued regularly until the end of June. I received a report that the boy had made good use of psychiatric service even though he had to do this very much on his own.

"Sam reported to me frequently and quite voluntarily that he felt he was getting real help from the psychiatrist. He graduated in June but returned in September to tell me that he expected to go back to the Clinic for further treatment. Since then he has returned to see me and has written several times. His problems have not been solved, but he certainly seems better able to handle them."

Understanding the Community Agency

There can be no denial or minimizing of the problem involved in a referral such as this. The relationship between the adolescent and his parents, the nature of the problem, the social maturity of the boy or girl, will time and time again give the counselor long and serious pause in his efforts to refer for help. What seemed highly important in this case, and perhaps of value to us in thinking through some others, was the significance of the counselor's contacts with the Child Guidance Clinic. When she herself could understand and accept the values in the requirements of the other agency, she was able to help both the boy and his father accept them, too.

There is also the need to be sure that we do know the other agency's requirements in relation to the specific situation. It is not safe to guess or to generalize upon previous experiences with that agency. Policies do change from time to time, and sometimes there are factors in a given situation which affect the agency's decision.

Such a case was that of Dick Fox. Dick was a student in Shallcross, our residential school for boys who have been involved in truancy. Up to the time of his admission to Shallcross, Dick had been in a series of foster homes, but had been able to adjust in none of them and had been returned to court for other plans. He was admitted to Shallcross and it became apparent to the counselor as he worked with this boy, that his difficult behavior stemmed from serious personality problems which were

tied up with his conflict over his mother's rejection of him. The mother was living, but felt no real warmth or responsibility for the boy. He, faced with one cruel disappointment after another, continued to cling to an image of a mother who cared for him—as he had been doing throughout the thirteen years of his life. It seemed important to refer him for psychiatric care, and the counselor weighed the possibility of help through the Child Guidance Clinic. Previous experience would have indicated the need for the mother to participate in the use of the Clinic. The counselor was concerned, feeling that this would be a futile gesture, although the mother would probably go through the motions of attending. A conference with the Child Guidance Clinic at this point led to a clear understanding on the school counselor's part of the difference with which cases can be handled in the light of peculiarities of the situation. Because Dick was living in a residential school, the counselor could accompany him to the Clinic, rather than the parent. They agreed that it was not only unnecessary for this mother to come, but also that it would be harmful to the boy rather than helpful since his struggle was so largely around his inability to accept the reality of his mother's rejection of him. He needed to accept separation from the mother. Dick used the help of the Child Guidance Clinic very well, and was subsequently able to make a fine adjustment in an out-of-town industrial school, where he was admitted through the efforts of the counselor and his own ability to meet entrance requirements.

There are several aspects of significance in the use of community social agencies pointed up in this situation, but what seems parallel to the material previously discussed is the great importance of knowing with certainty how the other agency can operate in relation to the specific case.

Dick was a boy who needed considerable help from a number of different sources. He had not been able to use some of this help, such as that afforded by the foster home placements. Foster homes and foster parents touched too closely the exceedingly tender spot of his need for a real relationship with his own mother. Institutional placement was more possible for him to accept and since Shallcross School was necessarily placement for only a limited period, other institutional plans needed to be worked out and fortunately, in this case, could be. Had Dick been a boy of different abilities it is very possible that he could not have been placed at all.

There are some very wide gaps in community resources to meet the needs of youth, and this institutional field is one which frequently leaves us empty handed as we seek to find means of helping. It seems important

to mention this here, lest it seem that we are implying that all needs are met by our communities, and that the earnest seeker, if he tries hard enough, is bound to find the means to his ends. There are many sad lacks, even in an urban community such as ours, where resources are richer and more varied than in rural and semi-rural districts. Since this paper is concerned with the use of community agencies, it will constantly emphasize the use of existing ones but never with any intention of implying the perfection or even the adequacy of the resources we, as the community, have to offer.

Time—A Factor in Referral

The time element is a factor to be gravely reckoned with in considering how help can best be given in a particular situation. We have spoken already of the impossibility of "rushing things". Sam Brown had to take two years with the counselor—and no one knew how much time before he knew her—to get to some clear presentation of his problem. Dick Fox was at Shallcross School many months before he was ready for help from the Child Guidance Clinic. This story repeats itself over and over. Sometimes it is extremely difficult to wait—to let the other find his way at his own rate of speed. Pressures come from all directions—from within the school and from without—to make this person change or if the counselor can't make him change, to refer him to an expert somewhere else who can. It takes real conviction, great strength, and endless patience to hold to this policy of waiting for the right moment to make the referral—and skill in knowing when this moment has come. Needless waiting and too-long-delayed referrals can do serious harm just as too-quickly-initiated referrals can end in nothing but withdrawal by the other. Similarly, the counselor must know that sometimes it is the school's concern—and frankly this—which must be acted upon even though neither the child nor his parent is able to recognize a problem.

We have spoken at some length of the importance of waiting until the child (or the parent) is ready to use the help which he seems to be seeking before making the referral. To avoid any implication that referrals should never be made quickly, it seems necessary to point out that the determinant here is the person's rate of movement and the situation at the moment. Certainly delay would be harmful and wrong in many instances. The counselor is not there to "dig" and to "delve" but rather to understand what the person is presenting and how ready he is to move on toward help.

In the case of William Smith, the counselor had to act fast to make the referrals that were needed ; and the boy, who was ready to use agency help from the minute he walked into her office, could move ahead quickly in the use of these services.

William Smith, a high school senior, came to the counselor to ask for help with his home situation, expressing grave concern for the welfare of his three younger brothers. He said that his mother had died two years before and that since her death his father, who used to drink in moderation, had been drinking heavily. Recently he had brought a woman into the home whom he introduced as their new mother. Since then both the father and the step-mother had been drinking heavily. There had been constant fighting and violence in the home. William said that his father earned good wages when he stayed sober long enough to work, but that the step-mother took all that he brought home to buy more liquor. William's maternal grandmother, who had been living in an apartment on the floor above them, had moved away because she could not endure all this noise and fighting. After she left, the step-mother's brother and his wife moved in. This had greatly aggravated conditions.

William claimed that neither his brothers nor he had had any decent food for longer than he could remember. William had been buying what food he could from money from odd jobs or from what little his grandmother could give him. There had been no electricity for some time now, and William was studying from candle light or in the neighborhood library. His younger brothers were frequently badly frightened by the brawls which often ended in their father's being so badly beaten that he would require hospitalization.

The counselor, after clearing with the Social Service Exchange, immediately got in touch with the Society to Protect Children from Cruelty. An appointment was made for a worker from that agency to see both William and his father, and as a result of their contacts the S. P. C. C., with the father's consent, was able to place the three younger children.

While this was in the process of being worked out, the counselor contacted the Y. M. C. A. and was able to obtain help from them in securing a room for William. Through a community agency offering youth counseling and employment service he secured a part-time job which included meals as part of his earnings.

During this period William had been failing in some of his subjects. The counselor spoke with his teachers about the conditions under which

he had been working and explained his need to be given a chance to pull up his grades by his own efforts when home conditions and study facilities could be improved. They were most sympathetic and anxious to help the boy get back on a passing basis.

For awhile the strain which William felt over his school work was reflected in his job and the employer spoke with the counselor of his concern. The employer agreed to give him some time to improve and was able to keep him and later to give a raise in salary.

William graduated the June after he first came to the counselor, which had been at the end of November. He obtained a full time job immediately and later he joined the Army. He has been in to see the counselor several times while home on furlough, and recently came in to tell her that he is very happy in the service and that his younger brothers are doing extremely well both in their foster homes and at school.

This case is presented not as a success story, but as an example of the speed with which help can be offered and successfully used when the person is ready to take it and needs it just that quickly. It is *his* need and *his* speed of that determines ours in helping, however, and not *our* need to have him move quickly.

Differences in Use of Service

To as large an extent as possible, it is his choice which is considered—for many children and young people are not ready to leave home and family regardless of how bad the conditions there may look to anyone on the outside. This statement is made with some modification because of the need to recognize that there are times when the community feels that conditions are so harmful to the children that the responsibility must lie with the protective agency (S. P. C. C.) and the court to determine whether the children may be permitted to remain in that home. Regardless of the deprivation and cruelty to which these children and young people have been subjected, however, it is imperative to keep in mind the depth of feeling which is fundamental in the relationship between a child and his parents—hate them and his situation, though he may—with one great part of his being. To the parent, placement of the child may well feel like the last straw of failure—which it is, so far as the family's integrity as a unit is concerned. There is no magic which is spelled by removing a child from his family, necessary though this may sometimes be. Those of us who work with children in schools know that well, meeting as we do the problems of children already placed in foster homes or institutions as well as those of young people who may need to be placed.

Sometimes the family and the child may have to try some other form of help first, particularly that offered by the family service agencies in the community. Such was the choice of 12-year-old Nancy P. and her mother.

Nancy was first referred to the school counselor because she had suddenly lost her power of speech with no apparent physical basis for this. Because, in this discussion of the use of community agencies, it seems important to consider not only the referral to these other sources but also the extent to which the counselor can be of help within the school, the first two interviews which the counselor had with Nancy are significant. In the first interview the counselor offered help with the girl's immediate problem—her loss of voice—and prepared the way for further exploration of the girl's problem.

"3/15/48 Nancy was referred to me by the school nurse, to whom she had been referred because she lost her voice and could not speak. The nurse said that Nancy had told her by writing that she was disturbed over her family situation. When Nancy entered my office about fifteen minutes later she indicated that she still could not talk. I suggested that she move her lips and that I could read them. I asked if the problem started at breakfast; she indicated she had had no breakfast. She seemed obviously upset but at the same time to be finding some value in not speaking. I suggested that she have a glass of milk, and when she agreed, took her to the lunchroom. She began to whisper, and after ten minutes I suggested that she read, study, etc. I noticed that she was beginning to do homework, and suggested that by the end of the next period her voice would be strong enough for her to go to class. She spoke well when she left. She said that she wanted to tell me about her home situation and would see me tomorrow.

"3/16/48 The following day Nancy came in to see me. She is twelve years old, a big girl and quite mature. She spoke freely, rapidly, seeming over-anxious that someone should know about her problem. She lives with her mother and father and a five-year-old sister. Her father earns his living by repairing shoes. He drinks continually and when he is drunk he breaks up the furniture or anything he can put his hands on. He hits them, too. For several years he has been living with other women, making no secret of this. Most of the time he has little money to give the family. Nancy expressed very strong feeling about this whole situation. She said that she hates her father for what he is and hates her mother because she doesn't do anything about it. She tells Nancy that she

is going to take some action, then never carries it through. Last year she swore out a warrant for his arrest, and then withdrew it. She says that her mother is crazy about her father and that this is the reason she won't take action. Her mother is in poor health; she is an epileptic. She can go as long as two years without a spell and then have several, one after the other. Nancy said that she loves her sister only. She said that she cannot stand the sight of her father. Right now her father is planning a big drinking party during the Easter holidays. She told me also that her father plans to bring his latest paramour into the home. He claims that she can help him with his work. Nancy said she does not know why he asked her if it would be all right, but he did. She objected strongly. He asked her mother, and she said okay.

"I recognized with her that the entire situation is certainly bad, and we talked about what could be done. Nancy wants the situation changed; she wants her life planned for; she wants to do something about all this. She expressed fear about my getting in touch with her mother. She said that her mother keeps nothing from her father and that she doesn't know what he would do if he found out. She said he has threatened all of them many times and she believes he would carry through. Of course her mother should know the difficulty she had with her voice and we would feel responsible in talking with her about this. I suggested to Nancy that she think the whole matter over and let me know. She said, 'No, go ahead and see her. Something has to be done. There is no point in waiting'."

The counselor's next step was to talk with Nancy's teachers in order to learn more about the girl's adjustment in school and to interpret some of her difficulties to them. A letter was written to the mother, referring to Nancy's recent loss of voice in school, and asking her if she could come in to talk with the counselor. Before the mother came in there was another interview with Nancy, who revealed further physical abuse on the part of the father.

When Mrs. P. came in to see the counselor she talked freely, verifying Nancy's story and adding much to it. She expressed fear of her husband and fear of the insecurity that would result from breaking away from him. Although their income was meager, it was something. She denied that she cared at all for her husband, and spoke in detail of her fears for the physical safety of the children as well as for herself, mentioning her own illness. The counselor tried to help Mrs. P. see the situation as it was, with understanding of how terribly or very hard it was for her to do anything about it. They discussed at length the possible

resources which might be of help if Mrs. P. and Nancy wanted to use them—the Family Society, a foster home placement agency, or an institution for girls (such as Carson College). Before this interview was concluded the mother said that she would just have to do something about all this. The counselor, aware that too rapid movement on the mother's part might result in terror and withdrawal from any action at this time, expressed her question as to whether Mrs. P. really meant this. She gave Mrs. P. a chance to think things over if she wished, and to come in to see her again. Mrs. P., however, held to her decision. She did want to do something, and now. She thought that Carson College might be the best answer, but wanted to talk this over with Nancy and then to speak with the counselor again.

When Nancy and her mother talked over these plans, they decided to try using the Family Society's help before doing anything else. Nancy wanted very much to find some way for her mother, her sister, and herself to stay together. If this did not work out, she was willing to go to Carson College and wanted plans to be made for placing her little sister somewhere, too.

Both Nancy and Mrs. P. went through with their application for help from the Family Society. Each had a different case worker, and Nancy's worker and the counselor kept in close contact with each other—an important aspect of the use which the girl could make of both the social agency and the school counselor. When summer came, Nancy was given an opportunity to go to a girl's camp—a move which had two-fold significance in the total family situation. Nancy improved in health and spirits and the change seemed to help her gain perspective. Mrs. P. had been finding it extremely difficult to make any move and had been using very little of the help the family agency was offering, permitting Nancy to carry the heavy share of the burden. In Nancy's absence from the home during the camping period, her mother was able to take more responsibility. She took legal action against her husband, and applied for Aid to Dependent Children.

The counselor could not know at any point what the eventual outcome of this situation would be. Even when help is taken and the person moves on to some solution of his immediate difficulties, he may later falter and withdraw, go back to his original confusion. But these two people in trouble, mother and daughter, were given a chance to find some answers to their problems which were within their own power to understand and to use. With all of Nancy's original expression of hatred and

contempt for her mother, the girl's real feeling had in it too much that was positive to permit her acceptance of separation from the family until every other possible source of help had been tried.

School Services

Discussion of the use of community social agencies leads inevitably to some consideration of the kinds of situations with which the school counselor offers help *without* referring to any other agency in the community. Such consideration may seem self-evident and obvious, since certainly, of the young people and parents who come to school counselors for help, comparatively few are referred to any community agency. In numbers, the great bulk of the job clearly lies within the school itself. However, in many situations the decision regarding who can best give the help is far from clear-cut, and it is with these questionable situations that we are concerned.

Neither skill nor time can have validity as determining factors, hard pressed though the school counselor may be and concerned though he feels that he lacks one or both of these vital factors to the degree necessary for helping in the particular situation. The referral to another resource can be made with justification only when that other social agency is set up to serve purposes which are different from the purposes of the school counseling service. In Philadelphia, the function of the school counselor has been defined as serving individual pupils who need special understanding and help so that they may derive the utmost benefit from their school experience. To re-define this in each instance of question as to whether the situation is one which the school counselor should handle or which needs to be referred to another community agency, calls for understanding of both the breadth and the limitations of the service. There is no yard stick of measurement except the counselor's own willingness to use his skill both in knowing the nature of the problem and the extent to which his service can be of help. There is always risk for the counselor—risk that he may try beyond the point at which he can be of help, and risk that he may push off the person who is asking help before he has offered the full measure of his own service. It is human for many of us in counseling to fear more the harm to the other in too long delaying a referral, but there is equal potentiality of hurt for him in not carrying our own service to its fullest extent. The real and eventual effectiveness of a service depends chiefly upon its suitability. The most skilled caseworker in another agency cannot offer the help which the school counselor can give if the service which the person is seeking really lies within the function

of that school service. In the following case the counselor felt that the service required *did* lie within her own function.

Barbara K., an attractive, well-mannered 11A girl whose test scores indicated an I. Q. of 125, was beginning to fail badly in school work. She was referred to the counselor by her advisor, who said, "Girl seems nervous and unable to concentrate. She is a grand girl and I'd like to see her helped." Inspection of the records showed that Barbara's attendance was becoming irregular, she was failing almost all her work, even English Composition, despite the fact that she wrote well enough to have won several out-of-school essay contests in recent years.

In several conferences with Barbara the counselor found the girl greatly concerned. She described herself as "big and clumsy, not dainty like my family, a social wash-out, dumb and stupid both", and so on. Her appearance, which school people felt was unusually good, was jeered at at home as were her school failures and her excellent diction. Mr. K. wished Barbara to leave school and to go to work. Mrs. K. wanted Barbara to be graduated but was hurt and bewildered at her daughter's failure. Neither parent had completed high school but both planned college for seven-year-old Peter whom they obviously favored above Barbara. Neither parent would come to school and so the counselor visited the home at night. Mr. K. would not agree to help Barbara with the post high school education she wanted and could not see that Barbara's failures were due to her emotional upset. Mrs. K. could see that but could not stand up against her husband's determination to take the girl from school immediately. Finally an agreement was reached to allow Barbara to be graduated if she passed all her subjects and was promoted to 12B at the end of the term.

Barbara's teachers, understanding the situation, allowed Barbara to make up back work, gave her additional help and she managed to pass in February. Bi-weekly contacts with the counselor helped Barbara to re-evaluate herself and to work through to a new acceptance of herself and an understanding of her parents' viewpoint which enabled her to function despite the slim support they provided. By February the tears and weeping which Barbara had displayed in so many situations were almost gone and Barbara was looking forward to her final term in high school. Barbara stated that she was no longer a "problem child", and that since talking with the counselor she found she had an entirely new outlook, was making friends and felt a new self-reliance. She is now making A's

and B's in all subjects, has not missed a day this term, is always the center of a group of classmates, and no longer, as she expressed it, goes "through the whole day without even saying hello to three people".

In considering Barbara's situation it is apparent that her total problem extends far beyond the confines of the school set-up. Her relationships with her family are involved; their relationships with each other, as well as with her, the past experience of her parents, and her own. However, the problem for Barbara had its focus in her school life. She was failing, despite indications of objective test results and past performance that she could well succeed. The problem was deep and involved for her, but not such that the help of a psychiatrist was indicated. Her parents were obviously involved in her problem, but it was *her* problem, and particularly in relation to her school experience. Although this was a family problem in its larger sense, the family was not seeking help, nor was Barbara asking for help with her family relations. They were interlocked, but the focus here was on *Barbara* and her *school* problems. Never losing sight of the whole situation, the counselor set out to help this girl without considering referring her to another agency. That this help could both be given and used within the school setting is indicated by the results.

Some Principles of Referral

Up to this point, our emphasis has been largely upon the counselor's skill in the process of helping both within his own setting and with the movement from his own to the community agency which is set up to meet the needs which are being expressed.

Factual information is a foundation, we said, a foundation upon which must be built the structure of real service to the person who seeks aid.

One basic concept for our schools to recognize beyond specific aids such as directories of local, state, and federal services, for the counselors is the very fact that the community does maintain an intricate network of social service agencies. Help to an individual in planning for himself and his family may involve the use of one of these agencies, even though the particular agency may be unknown or unrecognized by the counselor as a source of help in the immediate situation.

Certainly no school and no school counselor can know each social agency's purpose, scope or approach. However, we, in the schools, can be of help to children and to families if we have some awareness of the

multitude of services which are given by social agencies in our community. Merely the concept that *some* social agency *may* be in existence to help in a given situation can lead to the next step—finding out through whatever channels are open to us whether this is so, and if it is, the specific agency which exists for the purpose. Once the agency is known, next steps are clear and obvious. We need to know as clearly as we can what services the agency offers so that we, in turn, can interpret this to the youth or the parent. When the person is ready to move on to the use of the other agency, he should have specific and detailed information. He should be given the exact name and address, help with knowing how to get there, the telephone number, the name of the person he is to call or ask to see. If an appointment has been made, he should be given the exact time, place and person to see. If he is to telephone he should know when their offices are open.

All this sounds very obvious and elementary, and it is. It is also highly important. These little efforts can make the difference between the client's being able to get to the help he needs and not getting there, or between getting started well in the new agency and getting off to a very poor beginning.

Regarding the need to help the client move on to use the aid he is seeking, we have already spoken in some detail. He may give evidence of his struggle in such a variety of ways that the counselor's only tool must be his keen awareness that help is desperately hard to take and that feeling about it will be expressed by each person in his own unique manner. We cannot help by taking literally his reservations and his complaints against the social agency without first being very sure that this is not his expression of fear and resentment against his very need for help. Factual information is important, and unpleasant things do happen in spite of all our best efforts to prevent them. It can be very true that the receptionist in the agency to which he has been referred was thoughtless and insensitive in her approach. It can also be true that the client felt so keenly about being at the door of that agency asking for help that the receptionist's words were colored and changed for him. We need all the understanding we can muster to sense what we can of all this when we refer and work with the person after he has been to the other source of help. We need, too, as close a working relationship as we can manage with the other agency so that questions and problems can be shared and worked through. Schools and social agencies are made up of human beings—and human beings make mistakes, change their minds, have diffi-

culty sometimes in understanding. The better we know each other, the better able each will be to give the help which lies within his right and power to give.

Whether the help which is sought can best be given within the school or within another agency in the community or in both can be determined only by the mustering of all our understanding and skill in the given situation. Such determination cannot be based upon the "depth" or "intensity" of the problem, upon the skill of the counselor, or upon the pressures of numbers and time for him. These are all poignant features of reality for us, and not to be lightly denied or forgotten. They are factors with which we need to struggle and which we must find ways of meeting as best we can—but they are not the factors which determine whether we alone offer the help or whether we refer the person to another agency.

To determine this we must ask ourselves, "What is this person saying he needs? Is that need for a service which the school counselor is set up to give? If not, is there a community agency which is in existence to help with this kind of problem? What agency is that? What part should the school counselor continue to play in helping the student if the other agency becomes active with him?"

The central theme which stands out in bold relief for counselors as we consider our problems in helping children in school is this concept of working together, school and social agency. *We* do what *we* can; we try to use other community resources to *their* best advantage—and we work closely with these agencies for the benefit of the child in school. Ultimately it is the pupil's own strength that we trust—his strength to use the help and to move ahead in finding better ways of meeting his needs.

RELATING SCHOOL AND COMMUNITY SERVICES*

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The interpretation of community resources is one of the major responsibilities of the school social worker. An important aspect of her service consists of interpreting the community's resources for children and adults to school personnel, parents, and in many instances to children also.

When the school social worker studies the child who has been referred to her for help she takes into consideration all factors which contribute to the child's total development—physical, intellectual, social and emotional. From school records and conferences with school personnel she gets an estimate of the child's physical and intellectual growth.

Interviews with the parent afford the parent a new way of looking at and focusing attention on the child. During interviews parents frequently relate to the school social worker difficulties which are occurring within the home which are interfering with the child's adjustment, both in the school and at home. There are times when parents are aware of these influences, sometimes subtle, and readily verbalize them. Other times, during the relationship with the school social worker, the parent, through help, is able to recognize to a degree factors which are inhibiting the child's growth. It is within the school social worker's function to help the parent to look at those things which may be interfering with the child's progress. The child's maladjustment may manifest itself in dislike of school, poor attendance, truancy, aggressive behavior, shyness, inability to learn or to participate fully in regular school activities. When it is recognizable that the parent needs help with factors which are beyond the school social worker's function, it is the worker's responsibility to interpret the community resources, such as a family agency, which is able to help the parent with the problem.

Community agencies with which the school social worker may have contact are both public and private. She needs to know not only these agencies but also the health facilities available when working on a child's

* Paper presented at a Symposium on School Problems at the National Conference of Social Work, Atlantic City, April, 1950.

health problem with a parent. Although health problems usually first come to the attention of the school nurse, many of them later become the responsibility of the school social worker. The social service department of hospitals and clinics are interested in knowing what the worker wishes pointed up to the doctor. Other community resources include family and children's casework agencies, child guidance clinics, group work agencies, camps, and recreational facilities. Whenever cases are cleared through the social service exchange, the school social worker needs to examine her reasons for asking for information from agencies known to the family. How she uses this information is of primary importance; it should be used only for the purpose of helping the parent and child. In addition, as responsible persons in the community, school social workers need to take their place as interpreters of social work to the community at large. They need to take their place in organizations such as community councils, and to serve on advisory committees interested in community welfare.

One of the more complex referrals which comes to the school social worker is the child who is so emotionally ill that psychiatric help is indicated. If such is available in the community the worker may be called upon to interpret child guidance or whatever psychiatric service is available for the child. This entails a dual interpretation—to the child as well as parent. The interpretation of psychiatric service to school personnel is equally important. Some teachers find it difficult to accept the child who is receiving psychiatric treatment. The mental hygiene approach to a child's problem as being meaningful and helpful is not always understood in relation to the child's personality development. The part the teacher plays with such a child in the extension of service to within the classroom by way of acceptance, warmth, interest, or a modification of the child's school program cannot be underestimated. It has been recognized as important to include the principal and frequently the teacher at staff discussions or treatment conferences at child guidance clinics. Inclusion of school personnel in addition to the school social worker at staff discussions paves the way for fuller cooperation and integration of service to the child under psychiatric treatment. It is only as the school and community agency each understand the function of the other, and see one another at work, that each will have a fuller appreciation of the other's part and what it can contribute to the child's development.

Interpretation and referral require not only a knowledge of the community's resources but also casework skills. Skill in helping the parent to overcome that which makes some parents feel inadequate when they ask for help. Skill in helping the parent with the hostility which

may arise when the parent interprets referral as rejection by the school social worker with whom the parent has had a satisfying working relationship. Skill in the worker's being objective, thus enabling her to recognize the problem as being one beyond her function. Skill in the appropriate timing of referral. Often times the school social worker may see the need for agency referral at the time of a first interview with the parent. The sensitive alert school social worker who follows the feelings of a parent in a particular situation may be able to recognize that an early referral would not be accepted by the parent or would early terminate at the agency. It is only after an insecure anxious parent has met acceptance and interest from the worker, in other words has experienced a satisfying casework relationship, that this type of parent can move on to another similar experience. Some parents because of their own experience as school children look to the school for direction. The school is an established institution—it is part of our American culture—most parents have a firm belief in the rightness of school for children. On the other hand there are parents whose childhood school experience was so traumatic that agency referral is met with a barrage of hostility. How much better it is for the school social worker who is equipped to handle hostility to first attempt to meet this hostility, then with an awareness of the parent's feelings toward school, appropriately time the interpretation of a community resource.

If there is to be a wise use of the community's resources, and a mutual working together with community agencies, there follows that each—the representative of the community agency and the school social worker—must early accept and understand the function of the other. If both agencies (calling the school an agency in this instance) have a clearly cut channel of referral, service is not only more quickly accepted and understood by families, but enhanced. Following referral to an agency, if a plan of working together is understood, service is again enriched for the child and his adjustment is more likely to show a positive trend without the snags that often occur when there is not a mutual interchange of material. It is the child and his adjustment which continually must be kept before the worker as her focus. Home visits, telephone calls, letters, and miscellaneous contacts are eliminated when the social workers from other agencies understand the referral process and the method of carrying a case together. Whenever referral is made to a casework agency this does not necessarily preclude the school social worker's work with the parent or child. It usually is necessary for the worker to continue interviews with the child or discuss with the parent a child's school adjustment while the parent is working on a marital problem with the family

agency caseworker. Too, the school social worker may need to discuss the child's adjustment from time to time with the parent.

It seems appropriate to mention, too, that when a case is carried cooperatively that planning conferences seem indicated periodically—for instance, twice a school year—to assess what has been done and to establish tentative working goals. Through these mutual discussions the focus of each worker is often reaffirmed or changed. Between these periods the workers are continually in touch with one another as each sees the need.

The method of securing channels of inter-agency interpretation and referral has not been overlooked. These working relationships do not happen over night. How then are they established? How do workers gain understanding of the function of other agencies? Certainly by working together. What methods can be employed to facilitate this? The agency casework consultant, or senior staff person responsible for major casework responsibility and policy may meet with persons in similarly responsible positions in the community agency for discussion and to establish policies for the use of service. It is when the philosophy and method of working with clients and school personnel are known more fully to both the school and the agency that real collaboration develops. It is helpful, too, if these can be secured in writing and incorporated in the handbooks of both agencies. For instance, in Pittsburgh all referrals to the Juvenile Court from the schools are made by the school social worker. Following a hearing at Juvenile Court at which the school social worker is present, if the court has assumed responsibility for school attendance, illegal absence must first be established by the school social worker, and the probation officer informed of the reason for absence. It is then the court's responsibility to use these facts as a basis for probation service. An established policy regarding the release of children of compulsory school age from institutions is beneficial to the school social worker who may have known the child prior to commitment.

Another method used to inform school social workers of agency function is to have a representative of the agency discuss its function and service at a staff meeting. One of the things usually discussed at such meetings is how it sees itself being used by the school social worker for referral of parents or children. Reciprocal service is given the community agency thus informing the community of the school social worker's role in the school. A period of discussion at these meetings facilitates understanding. Sometimes a continuation of such a meeting as this is held at the district office staff meetings. Case material illustrating inter-agency practice offers a useful means of in-service training.

This same method of working together holds when referrals are made to group work agencies. The child's need for a group experience is often early recognized by the school social worker. The timing of discussion with the parent should coincide with the point at which the worker feels the child can use a group constructively. Otherwise the child may again experience social failure. When the school social worker is informed by parent or child that he plans to join the Boy Scouts, Y. W. C. A., settlement house, or other group work agency, she may call the agency to inform it of the child's problems and needs as she sees them at that time. This information is beneficial to the group worker in understanding the child and meeting his needs through the group.

Whenever the school social worker's function also includes responsibility for the enforcement of the compulsory attendance law, the need for the worker's interpretation of her authoritative role to the parent as well as to community resources is of primary importance. Social agencies whose function is casework service find it difficult to accept this aspect of the school social worker's responsibility. The school social worker who freely uses authority, that is without feeling guilty about it, and has accepted it as part of her function, finds little difficulty in helping the community recognize her in the authoritative role.

In conclusion an enumeration of how better working relationships may be developed between the school and community agencies shows a need for:

1. A broad understanding of community resources.
2. Skill on the part of the school social worker to interpret agency service to parents, as well as to use the agency service constructively for the child.
3. A more definite understanding of the *function* of those community agencies with which she comes in contact more frequently, such as Juvenile Court, Family Service Association.
4. Clearly established inter-agency channels of referral—secured in writing, if possible.
5. A knowledge of the method of collaboration and integration of service.
6. Planning conferences to assess casework progress and establish tentative working goals.

7. More opportunities for case consultants to discuss policy and philosophy.
8. Discussion at staff meetings about how the school social worker may use the agency, and how the agency in turn may use the school social worker.
9. The inclusion of group work agencies as a source of help for the child as he seems ready for such an experience.

RELATING VISITING TEACHER SERVICES TO OTHER SPECIAL SERVICES IN THE SCHOOL*

MRS. ISABEL W. CROMACK

Visiting Teacher, Austin, Texas

Special services in a school system are those resources which are offered to children in addition to regular classroom activities. They may include such items as psychological testing, the work of the school nurse, educational and vocational counseling, developmental reading, home and family life education, and others.

Possibly, the simplest and most meaningful manner in which to illustrate how visiting teacher services are related to other special services in the Austin, Texas, schools, is to present a case record. It is obviously impossible to find a case which uses all the school services and school services only. The case of Jose, a Mexican "hunch-back" pupil, represents the use of many school departments but omits entirely one large area of visiting teacher work, that of working directly with the child. In addition, cooperative work with agencies has been deliberately de-emphasized as agency relationships will be discussed in another paper.

Jose was referred to the Visiting Teacher Department by the Attendance Department in January of 1947 for non-attendance. Records showed that the school had tried previously to keep Jose in school in order to develop socialized modes of behavior and a better English vocabulary. However, Jose had shown no improvement. He seemed to be completely uninhibited, taking off his clothes in the school room, was destructive, fought, and had no well-developed toilet habits. The recommendation of the psychometrist was that Jose be withdrawn from public school.

The visiting teacher learned that Jose was living with his paternal grandmother and six other relatives in a small shanty. The mother, before deserting the infant Jose, had thrown him to the sidewalk, according to the grandmother, thus causing the spinal deformity. "We took Jose to the clinic once," said the grandmother. "The doctor said he would operate, but Jose's father was not here to sign the papers. He lives in another town with his new wife and their children."

Jose, at ten, was the height of a six-year-old, twisted by his hunched back. His face looked sad, and too old. He told the visiting teacher that

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he would like to go to school—"but they all tease me, and that makes me mad, so I do not go."

As a result of referrals by the visiting teacher to health and welfare agencies, arrangements were made for Jose to go to the hospital for surgery in May of 1947. He remained in the hospital for fourteen months.

The September after Jose was admitted, the visiting teacher conferred with the special education supervisor concerning hospital teaching for Jose. While he would have been included automatically in the program, the visiting teacher felt he would benefit if she shared with the hospital teacher the information she had secured concerning his background.

Jose, who had never really attended school, began to learn to read, to speak English. He learned little games, and found out about parties. The cumbersome cast kept him from writing. At Christmas, Jose received a "wind-up" train for being the patient in the ward who had shown the greatest academic advancement.

Toward the end of the school year his teacher said, "His attitude is so much better. He's learning to depend on himself and to be self-reliant."

The school psychometrist was requested by the visiting teacher to administer psychological tests near the end of the school year. The recommendation of the psychometrist was that . . . "Jose not be placed suddenly in the competitive spirit of a large group of normal, healthy children. He might again become frustrated from a sense of inadequacy in such a situation. He should probably continue under the special education department next year in the homebound teaching division and perhaps at a later date would be able to enter a regular class . . ."

Since the hospital teacher and nurses had commented repeatedly on the disturbing effect of the grandmother's visits to Jose, the visiting teacher visited the home to discuss Jose's homecoming, and prospects for homebound teaching the following school year. She found the grandmother worried over preparations for Jose's return. "I don't want the doctors and nurses to think I don't want Jose back. I do want him, but not now . . . maybe a little later."

The visiting teacher requested a case conference of special education supervisor, hospital teacher, psychometrist, school nurse, and family service representative. It was decided to refer the case to Child and Family

Service for boarding home placement, and to enroll Jose in the homebound teaching program for the coming school year.

Late in August the caseworker reported that Jose, now in a boarding home, was asking for his "teacher". The visiting teacher, hospital teacher, and homebound teacher reviewed Jose's history before his classes began. The visiting teacher made regular reports to the caseworker on Jose's progress. In April the report was that, although Jose was showing satisfactory academic progress, time seemed to hang on his hands. He would wait for the other children to pass on their way home from school, exchanging insults, and engaging in street fights.

Psychological tests were again requested. Spanish was spoken both by the subject and examiner. The examiner commented that Jose's very limited vocabulary and poor family background seemed to limit him as such in Spanish as in English. In conclusion, the examiner stated: "As regards level of intellectual function, the subject seems to reflect cultural poverty of background and unfortunate life situation rather than constitutional or 'native' defect or dullness. He seems to show many positives and assets of both personality and capacity, which with careful and patient handling can be further strengthened to make him a useful, well-intergrated young citizen. Physical deformity and family misfortunes have given this subject more than the usual number of excuses or 'handles' for being embittered, antisocial, or even delinquent. Some personality damage has already been suffered; he will soon reach the age when he can no longer be controlled as a child; and the more than usual danger of maladjustment, social and personal, seems apparent."

The plan was to see if Jose might attend public school the few remaining weeks of the term. In order not to plunge him suddenly into school activity, the homebound teacher walked with Jose to the school near his home, introducing him, exploring the building, eating lunch in the school cafeteria. After several visits Jose was enrolled in a small, special class of children whose achievement was below their age level. Jose's behavior was not acceptable; he was selfish, demanding, attention-seeking. On the ninth day Jose was withdrawn from public school.

Before the beginning of school last fall, the visiting teacher met with the special education supervisor and the agency caseworker to discuss Jose's schooling. It was apparent that Jose needed a teacher with special qualities of patience and understanding. His hospital teacher, Miss R, had been transferred to classroom teaching in the school near his

home. The principal agreed to admit Jose provided Miss R would accept him in her class. Miss R was enthusiastic in her willingness to "try" Jose in this new setting.

Six weeks later the principal called the visiting teacher. "I want you to come down here and let us tell you about Jose. Things are pretty bad. Something has to be done."

The visiting teacher learned that Jose had been sent home because he didn't have a pencil. "That's not all, of course," the teacher added, "it's just an accumulation of many things. If I have to keep him, I think I will have to resign."

Later the same day, the visiting teacher and caseworker met with the teacher and principal. Jose's shortcomings were listed. He needed approval from his companions, and would go to any lengths to gain attention. The school was fascinating to him. On his too-frequent trips to the lavatory, he would wander all over the building. Sometimes he would stop and visit in one of the other classrooms. He enjoyed being sent to the principal's office for disciplinary purposes. He teased the girls on the way to and from school. He scratched his name on his desk, and was pleased when he was made to sand and refinish it—then would not allow anyone else to sit there.

"My class is getting larger every day as the migrant workers return, and I just don't have the time for Jose—that is, the time that he demands," said the teacher.

"You know," said the principal, "I like Jose, I can't help it. But we can't keep him on here if he continues this way. I have thought of transferring some of the other older boys in Miss R's room—there is one in particular who seems to annoy Jose. Maybe that would help."

When the visiting teacher asked if they thought Jose wanted to come to school, both principal and teacher said that it seemed to mean much to him.

The plan was to exclude Jose from school the remaining three days of the week, and to transfer several boys from Miss R's room, including the one who irritated Jose. If at all possible Jose was to be kept in public school.

The report from teacher and principal a week after Jose's return was favorable. Jose had apparently missed being in school, and seemed happy to be back with the other children.

Subsequent reports have been satisfactory on the whole. Jose is learning to write. He knows his multiplication tables, although he is not adept at applying them to problems. He is reading third grade books, and a few simple fourth grade readers. He liked the shop and does good work there. He still leaves the room to go to the lavatory, but not as often as before, for he knows he must make up the time after school. His trips to the principal's office are less frequent. He doesn't tease the girls as much—seems to be more interested in gaining approval of the boys in games. He is relating to some of the other teachers. He is good-natured about his nickname, "Hunchy".

Jose, at 13, is nearing the end of his first year of regular school. Next year he may go to a special class at junior high. If so, he will be assigned to a man counselor, as there have been few men in his life. His program will include shop, language arts, and arithmetic.

There are other resources in the Austin schools which are not indicated in the case of Jose, among them the child care center, the home and family life program, the developmental reading clinic, as well as many other services in those school departments which were used. For example, as stated earlier, the visiting teacher function of working with a pupil in helping him to face and work through his problems was not employed, due to the nature of the situation.

The function of the visiting teacher in the case of Jose was one of coordination, integration and referral. The visiting teacher collected the scattered pieces of information, putting them together to form a picture, a picture composed of both problems and possibilities. The visiting teacher studied and analyzed the situation, referring to the appropriate agency or school department for diagnosis and treatment. The visiting teacher has initiated and coordinated activity in this case. Perhaps one of the most important aspects of the work of the visiting teacher has been to give an understanding of their roles to others working with Jose, and a feeling of the importance of their part in helping him. This is particularly true with the teacher who has needed understanding and support.

The work of the visiting teacher is, I think, the catalytic agent which effects changes needed by the child in his home and at school. The visiting teacher has the knowledge to recognize and analyze problems, the perspective to see a situation as a whole, and the ability to interpret the child's situation to those concerned with helping him.

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Applications for membership and a statement of membership requirements may be obtained from the Membership Chairman, Mrs. Helen Roell, Indianapolis Public Schools, 150 N. Meridian Street, Indianapolis, Indiana.

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